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By- Wohlers, A. E.

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The home economics suite should be planned in relation to the number of teaching stations required and the types of activities that will be carried on in the various rooms. Rooms and spaces under consideration include clothing laboratories, combination or multiple use teaching stations, and auxiliary rooms. Maximum flexibility of use is possible when each space is planned to house many aspects of the home economics program. Other aspects of planning are square footages, access, acoustics, furniture equipment, and storage. (LD)

A MANUAL FOR PLANNING
A SECONDARY SCHOOL BUILDING

A. E. Wohlers

Pamphlet C-6

HOME ECONOMICS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Educational Administration and Facilities Unit
School of Education
The Ohio State University
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Pamphlet C-6

HOME ECONOMICS

Rooms and Spaces Included in This Pamphlet

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A. The number of teaching stations required for the home economics program for various projected enrollments has been calculated in accordance with directions in Pamphlet B-1. Indicate in the space below the calculated number of teaching stations required for home economics for the enrollment to be housed in the new building.

Number of teaching stations _____

B. The home economics suite should be planned in relation to the number of teaching stations required and the types of activities that will be carried on in the various rooms. Maximum flexibility of use is possible when each space is planned to house many aspects of the home economics program. In addition to teaching stations, auxiliary spaces may be needed. Early in the planning process it will be necessary to determine whether these spaces are to be separate rooms closely related to the teaching stations or separate areas within the teaching stations. For instance, space for a laundry center may be provided in a separate room or it may be provided in one area of the foods or clothing laboratory.

C. For each of the different types of teaching stations required for the home economics program, provide the information requested below.

Clothing Laboratories

1. Number to be planned _____

2. Indicate the extent to which the following types of activities will be carried on in this type of teaching station.

a.	View slides, films, or other projected materials	1 2 3 N
b.	Listen to recordings	1 2 3 N
c.	Write or draw on chalkboard	1 2 3 N
d.	Write or draw at desks or tables	1 2 3 N
e.	Small groups carry on conferences at conference tables	1 2 3 N
f.	Teacher carry on conferences with individual pupils	1 2 3 N
g.	Teacher carry on conferences with individual pupil and parents	1 2 3 N
h.	Carry on research using reference materials in classroom	1 2 3 N
i.	Display pupil projects or work	1 2 3 N

j. Teacher demonstrate techniques of clothing design and construction to the class 1 2 3 N

k. Pupils design clothing 1 2 3 N

l. Pupils construct clothing 1 2 3 N

m. Pupils fit clothing 1 2 3 N

n. Pupils design, construct, and fit clothing or costumes for school plays, pageants, or other activities 1 2 3 N

o. Test fabrics of various types for washability, color fastness, etc. 1 2 3 N

p. Pupils construct items other than garments from cloth or similar fabrics 1 2 3 N

q. Launder and iron clothing 1 2 3 N

r. Pupils operate mechanical equipment such as sewing machines, looms, washers, dryers, and ironers 1 2 3 N

s. Store partially completed garments 1 2 3 N

t. Store small items of equipment, cloth, and accessories 1 2 3 N

u. Store pupils' personal belongings temporarily 1 2 3 N

v. Store instructional supplies 1 2 3 N

w. Store instructor's personal belongings 1 2 3 N

x. Carry on adult classes in clothing design and construction 1 2 3 N

Are there any other types of activities which the class as a whole, small groups of five or six pupils, or individual pupils will carry on that will require special planning? If so, list those activities along with adequate explanation to enable the architect to develop plans to accommodate them.

3. Suggest desired locations for the clothing laboratories in the home economics suite.

4. Indicate the approximate number of linear feet of chalkboard and tackboard needed in each teaching station of this type (see directions, Pamphlet C-1).

   Chalkboard, _____ linear feet; tackboard, _____ linear feet

   Suggest special considerations such as locations, vertical widths, rulings or etchings, special uses, etc., which the architect should know to aid in planning the space to be used for chalkboard and tackboard.

5. Furniture and equipment

   a. Check the types of desk and seating facilities desired (see directions, Pamphlet C-1).

   ___ 1) Tablet arms chairs for pupils

   ___ 2) Chair desks for pupils

   ___ 3) Movable combination desk-chairs for pupils

   ___ 4) Tables and chairs for pupils, number of pupils to be accommodated at each table _____

   ___ 5) Instructor's desk

   ___ 6) Instructor's table, dimensions of table _____

   ___ 7) Instructor's combination desk and table

   ___ 8) Other _____

Comments:

b. Indicate the extent to which the following types of furniture and equipment will be used and suggest any special information the architect should know about the various items.

1) Sewing machines 1 2 3 N
Number of machines _____, types of sewing machines _____

2) Combination sewing machine and cutting tables 1 2 3 N
Number of pupils to be accommodated at each table _____, number of sewing machines in each table _____.

3) Workcounter 1 2 3 N

4) Sink with hot and cold running water 1 2 3 N

5) Electric washers 1 2 3 N
Number of washers _____, types and capacities of washers _____

6) Automatic dryers 1 2 3 N
Number of dryers _____, types and capacities of dryers _____

7) Ironers 1 2 3 N
Number of ironers,_____, types and capacities of ironers _____

8) Hand iron and ironing board 1 2 3 N

9) Drop leaf or extension tables 1 2 3 N
Number of tables _____, number of pupils to be accommodated at each table _____

10) Fitting cubicles 1 2 3 N
Number of cubicles _____, desired locations ___ _____

11) Electrical outlets 1 2 3 N
Number of outlets _____, desired locations ____ _____

12) Gas service 1 2 3 N
Desired locations _____

13) Display cases 1 2 3 N

14) Display and map rails attached above chalkboard and tackboard 1 2 3 N

15) Loom 1 2 3 N

16) Other _____ 1 2 3 N

Comments:

6. Indicate the extent to which the following types of storage facilities will be used and suggest type, dimensions, and quantity of materials to be stored in each.

a. Filing drawers 1 2 3 N
Number of drawers _____, size of drawers _____

Comments:

b. Bookshelving 1 2 3 N
Open shelving, _____ linear feet
Closed shelving, _____ linear feet

Comments:

c. Cabinets for tote tray storage 1 2 3 N
Number of tote trays _____, dimensions of each tote tray _____

Comments:

d. Storage for partially completed projects and garments 1 2 3 N

Comments:

e. Storage for hand irons 1 2 3 N

Comments:

f. Storage for small equipment such as tape measures, shears, etc. 1 2 3 N

Comments:

g. Temporary storage for pupils' personal belongings 1 2 3 N

Comments:

h. Storage for instructional supplies 1 2 3 N

Comments:

i. Storage for instructor's personal belongings 1 2 3 N

Comments:

Suggest other types of storage desired.

7. Suggest floor area needed for each teaching station of this type, _____ square feet (see directions, Pamphlet C-1).

8. Indicate any additional information which the architect should know to aid in planning this type of teaching station.

(Item 8, continued)

9. In event any of these teaching stations are not needed full time as clothing laboratories, what other types of activities are:

   a. Most likely to function well in these rooms?

   b. Least likely to function well in these rooms?

Food Laboratories

1. Number to be planned _____

2. Indicate the extent to which the following types of activities will be carried on in this type of teaching station.

a.	View films, slides, or other projected materials	1 2 3 N
b.	Listen to recordings	1 2 3 N
c.	Write or draw on chalkboard	1 2 3 N
d.	Write or draw on desks	1 2 3 N
e.	Small groups carry on conferences at conference tables	1 2 3 N
f.	Teachers carry on conferences with individual pupils	1 2 3 N
g.	Teachers carry on conferences with individual pupils and parents	1 2 3 N
h.	Carry on research using reference materials in the classroom	1 2 3 N

i. Display pupil projects or work I 2 3 N

j. Teachers demonstrate preparation and serving of food I 2 3 N

k. Carry on class discussions I 2 3 N

l. Pupils prepare and serve meals I 2 3 N

m. Pupils prepare foods for storage I 2 3 N

n. Prepare snacks for groups of 10 to 30 pupils or adults I 2 3 N

o. Store pupils' personal belongings I 2 3 N

p. Store pupils' partially completed projects I 2 3 N

q. Store cooking equipment, china, silverware, towels, etc. I 2 3 N

r. Store perishable foods under refrigeration I 2 3 N

s. Store frozen foods I 2 3 N

t. Store staple foods I 2 3 N

u. Store instructional supplies I 2 3 N

v. Store instructor's personal belongings I 2 3 N

w. Carry on adult classes in food preparation I 2 3 N

Are there any other types of activities which the classes as a whole, small groups of five or six pupils, or individual pupils will carry on that will require special planning? If so, list those activities along with adequate explanation to enable the architect to develop plans to accommodate them.

3. To carry on the activities indicated in Item 2, various types of teaching station arrangements may be used. Indicate the preference for the following types of laboratory arrangements or suggest other arrangements.

a. Laboratory with unit kitchens for food preparation and experimentation P A NA
Number of pupils to be accommodated in each unit kitchen _____

b. Laboratory with unit kitchens for food preparation and experimentation and a multi-purpose area for serving meals, class discussion, etc. P A NA
Number of pupils to be accommodated in each unit kitchen _____, number of pupils to be accommodated in the multi-purpose area _____

c. Laboratory with unit kitchens for food preparation and experimentation, a multi-purpose area for serving meals, class discussion, etc., and a laundry center P A NA
Number of pupils to be accommodated in each unit kitchen _____, number of pupils to be accommodated in the multi-purpose area _____

d. Other _____ _____ P A NA

_____

Comments:

4. Indicate the approximate number of linear feet of chalkboard and tackboard needed in each teaching station of this type (see directions, Pamphlet C-1).

Chalkboard, _____ linear feet; tackboard, _____ linear feet

Suggest any special considerations such as locations, vertical widths, rulings or etchings, special uses, etc., which the architect should know to aid in planning the space to be used for chalkboard and tackboard.

5. Furniture and equipment

a. Check the type of desk and seating facilities desired (see directions, Pamphlet C-1).

___ 1) Tablet arm chairs for pupils

___ 2) Chair desks for pupils

___ 3) Movable combination desk-chairs for pupils

___ 4) Tables and chairs for pupils, number of pupils to be accommodated at each table _____

___ 5) Extension or drop leaf tables and chairs for pupils, number of pupils to be accommodated at each table _____

___ 6) Instructor's table, dimensions of tables _____

___ 7) Instructor's desk

___ 8) Instructor's combination desk and table

___ 9) Other _____

Comments:

b. Indicate the extent to which the following types of furniture and equipment will be used in the foods laboratories and suggest any special information the architect should know about the various items.

1) Ranges for the preparation of foods 1 2 3 N
Number of ranges needed _____, types of ranges desired _____
_____

2) Sinks with hot and cold running water 1 2 3 N
Number of sinks needed _____, types of sinks desired _____

3) Disposal units 1 2 3 N
Number of disposal units needed _____

4) Workcounters 1 2 3 N
Number of linear feet of workcounters needed, _____ feet

5) Refrigerators 1 2 3 N
Number of refrigerators needed _____, types and capacities of refrigerators _____
_____

6) Deep freeze cabinets 1 2 3 N
Number of cabinets _____, types and capacities of cabinets _____

7) Electric mixers 1 2 3 N
Number of mixers _____, types and capacities of mixers _____

8) Dish washers 1 2 3 N
Number of washers _____, types and capacities of washers _____

9) Clothes washers 1 2 3 N
Number of washers _____, types and capacities of washers _____

10) Ironers 1 2 3 N
Number of ironers _____, types and capacities of ironers

11) Electrical outlets 1 2 3 N
Number of outlets _____, desired locations ____
_____

12) Display cases 1 2 3 N

13) Display shelves 1 2 3 N

14) Display and map rails attached above chalkboard and tackboard 1 2 3 N

15) Gas service 1 2 3 N
Desired locations _____
_____

Comments:

Suggest other types or kinds of equipment to be provided and the quantity of each such as one 33-piece set of plastic dishes for each unit kitchen.

6. Indicate the extent to which the following types of storage facilities will be used and suggest type, dimensions, and quantity of materials to be stored in each and suggest desired location for storage to be provided.

a. Filing drawers 1 2 3 N
Number of drawers _____, size of drawers_____

Comments:

b. Bookshelving 1 2 3 N
Open shelving, _____ linear feet
Closed shelving, _____ linear feet

Comments:

c. Storage for cooking utensils 1 2 3 N

Comments:

d. Storage for portable mechanical equipment such as electric mixers 1 2 3 N

Comments:

e. Storage for table service -- china, glassware, and silverware 1 2 3 N

Comments:

f. Storage for linens, towels, etc. 1 2 3 N

Comments:

g. Storage for aprons 1 2 3 N

Comments:

h. Storage for staple foods 1 2 3 N

Comments

i. Storage for perishable foods 1 2 3 N

Comments:

j. Storage for frozen foods 1 2 3 N

Comments:

k. Storage for pupils' partially completed projects 1 2 3 N

Comments:

l. Temporary storage for pupils' personal belongings 1 2 3 N

Comments:

m. Storage for instructional supplies 1 2 3 N

Comments:

n. Storage for instructor's personal belongings 1 2 3 N

Comments:

Suggest other types of storage desired.

7. Suggest floor area needed for each teaching station of this type, _____ square feet (see directions, Pamphlet C-1).

8. Indicate any additional information which the architect should know to aid in planning this type of teaching station.

9. In event any of these teaching stations are not needed full time as foods laboratories, what other types of activities are:

   a. Most likely to function well in these rooms?

   b. Least likely to function well in these rooms?

Homemaking Laboratories

1. Number to be planned _____

2. Indicate the extent to which the following activities will be carried on in this type of teaching station.

a.	View slides, films or other projected materials	1 2 3 N
b.	Listen to recordings	1 2 3 N
c.	Write or draw on chalkboard	1 2 3 N
d.	Small groups carry on conferences at conference tables	1 2 3 N
e.	Teachers carry on conferences with individual pupils	1 2 3 N
f.	Teachers carry on conferences with individual pupils and parents	1 2 3 N
g	Display pupil projects or work	1 2 3 N
h.	Carry on research using reference materials in the classroom	1 2 3 N
i.	Care for children	1 2 3 N
j.	Pupils operate homemaking equipment such as electric cleaners	1 2 3 N

Are there any other types of activities which the class as a whole, small groups of five or six pupils, or individual pupils will carry on that will require special planning? If so, list those activities along with adequate explanation to enable the architect to develop plans

3. Suggest desired locations for the homemaking laboratories in the home economics suite.

4. Indicate the approximate number of linear feet of chalkboard and tackboard needed in each teaching station of this type (see directions, Pamphlet C-1).

   Chalkboard, _____ linear feet; tackboard, _____ linear feet

   Suggest any special considerations such as locations, vertical widths, rulings or etchings, special uses, etc., which the architect should know to aid in planning the space to be used for the chalkboard and tackboard.

5. Indicate the extent to which the following types of furniture and equipment will be used and suggest any special information which the architect should know about each.

   a. Living room furniture and furnishings 1 2 3 N

   Comments:

   b. Bedroom furniture and furnishings 1 2 3 N

   Comments:

   c. Dining room furniture and furnishings 1 2 3 N

   Comments:

d. Nursery furniture and furnishings 1 2 3 N

Comments:

e. Cleaning equipment 1 2 3 N

Comments:

f. Display cases 1 2 3 N

g. Display shelves 1 2 3 N

h. Electrical outlets 1 2 3 N
Number of outlets _____, desired locations ____
_____

i. Gas service 1 2 3 N
Desired locations _____
_____

Suggest any other types or kinds of furniture and equipment needed and the quantity of each to be provided.

6. Indicate the extent to which the following types of storage will be used and suggest type, dimensions, and quantity of materials to be stored in each type.

a. Filing drawers 1 2 3 N
Number of drawers _____, size of drawers _____

Comments:

b. Bookshelving 1 2 3 N
Open shelving, _____ linear feet
Closed shelving, _____ linear feet

Comments:

c. Storage for cleaning equipment 1 2 3 N

Comments:

d. Storage for bedding 1 2 3 N

Comments:

e. Storage for roll-away beds 1 2 3 N

Comments:

f. Storage for instructional supplies 1 2 3 N

Comments;

Suggest other types of storage desired.

7. Suggest floor area needed for each teaching station of this type, _____ square feet (see directions, Pamphlet C-1).

8. Indicate any additional information which the architect should know to aid in planning this type of teaching station.

   Comments:

9. In event any of these teaching stations are not needed full time as a homemaking laboratory, what other types of activities are:

   a. Most likely to function well in these rooms?

   b. Least likely to function well in these rooms?

Combination or Multiple Use Teaching Stations

1. If more than one aspect of the home economics program will be housed in the same teaching station, indicate the degree of preference for each of the following combinations.

   a. Foods and clothing P A NA

   b. Clothing and homemaking P A NA

   c. Other _____

   Comments:

2. Provide the information requested below for the most acceptable combination or multiple use facility indicated in Item 1 above.

   a. Indicate the activities for which this teaching station should be planned.

b. Indicate the approximate number of linear feet of chalkboard and tackboard needed in this teaching station (see directions, Pamphlet C-1).

Chalkboard, _____ linear feet; tackboard, _____ linear feet

Suggest any special considerations such as locations, vertical widths, rulings or etchings, special uses, etc., which the architect should know to aid in planning the space to be used for chalkboard and tackboard.

c. Indicate furniture and equipment needed in this teaching station.

d. Indicate the type, dimensions, and quantity of materials to be stored and type of storage desired.

e. Suggest floor area needed for this teaching station, _____ square feet (see directions, Pamphlet C-1).

f. Suggest any additional information which the architect should know to aid in planning this teaching station.

D. Indicate the extent to which each of the following auxiliary rooms or facilities will be used in the home economics program.

1. Bedroom	1 2 3 N
2. Bath	1 2 3 N
3. Laundry	1 2 3 N
4. Living room	1 2 3 N
5. Small apartment	1 2 3 N
6. Instructor's office	1 2 3 N

7. Fitting room or cubicle 1 2 3 N

8. Other _____ 1 2 3 N

Comments:

E. For each of the auxiliary rooms or facilities that is necessary for the home economics program (Item D) provide the information requested below.

1. Type of auxiliary room or facility _____

a. Number to be planned _____

b. Indicate the activities for which these rooms or facilities should be planned.

c. Suggest desired locations for these auxiliary rooms or facilities in the home economics suite.

d. Indicate furniture and equipment needed in these rooms or facilities.

e. Indicate the type, dimensions, and quantity of materials to be stored and the type of storage desired.

f. Suggest floor area needed for each of this type of auxiliary space, _____ square feet (see directions, Pamphlet C-1).

g. Indicate any additional information which the architect should know to aid in planning these rooms.

2. Type of auxiliary room or facility _____

a. Number to be planned _____

b. Indicate the activities for which these rooms or facilities should be planned.

c. Suggest desired locations for these auxiliary rooms or facilities in the home economics suite.

d. Indicate furniture and equipment needed in these rooms or facilities

e. Indicate the type dimensions, and quantity of materials to be stored and the type of storage desired.

f. Suggest floor area needed for each of this type of auxiliary space, _____ square feet (see directions, Pamphlet C-1).

g. Indicate any additional information which the architect should know to aid in planning these rooms.

3. Type of auxiliary room or facility _____

   a. Number to be planned _____

   b. Indicate the activities for which these rooms or facilities should be planned.

   c. Suggest desired locations for these auxiliary rooms or facilities in the home economics suite.

   d. Indicate furniture and equipment needed in these rooms or facilities.

   e. Indicate the type, dimensions, and quantity of materials to be stored and the type of storage desired.

   f. Suggest floor area needed for each of this type of auxiliary space, _____ square feet (see directions, Pamphlet C-1).

   g. Indicate any additional information which the architect should know to aid in planning these rooms.

4. Type of auxiliary room or facility _____

   a. Number to be planned _____

   b. Indicate the activities for which these rooms or facilities should be planned.

   c. Suggest desired locations for these auxiliary rooms or facilities in the home economics suite.

   d. Indicate furniture and equipment needed in these rooms or facilities.

   e. Indicate the type, dimensions, and quantity of materials to be stored and the type of storage desired.

   f. Suggest floor area needed for each of this type of auxiliary space, _____ square feet (see directions, Pamphlet C-1).

   g. Indicate any additional information which the architect should know to aid in planning these rooms.

F. In the space provided below indicate any additional information about any aspect of the home economics suite or program which the architect should know to aid in planning this suite. Schematic diagrams or pictures may also be of value to suggest desirable features to the architect.

G. Indicate factors which the architect should take into consideration when planning the location of the home economics suite. Include factors such as accessibility to other portions of the building or isolation of noises.

H. Summarize rooms and spaces needed for the home economics program.

Type or use of room	Number of rooms	Suggested floor area per room (sq. ft.)
1. Teaching stations		
a. _____	____	_____
b. _____	____	_____
c. _____	____	_____
d. _____	____	_____
2. Auxiliary rooms		
a. _____	____	_____
b. _____	____	_____
c. _____	____	_____
d. _____	____	_____
e. _____	____	_____
f. _____	____	_____